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ABSTRACT

This study examined the relationship between theory and practice from the viewpoint of the high school English classroom. The study occurred in a small parochial high school with a college preparatory focus. The teacher under observation was a 14-year veteran of the school. The study examined educational practices through world views, called cognitive interests. Data collection involved: an interview with the teacher regarding her educational background, teaching experience, beliefs about teaching and learning, and metaphors to describe her work; observation of her classes; examination of documents (e.g., course syllabus, assignment sheets, and progress reports); and data from the Butler's Cognitive Interest Inventory. Data analysis indicated a significant difference between the teacher's espoused theory and her practice. She professed a practical interest, believing that her main role was as facilitator, but she used terms that indicated a preference for showing and directing rather than facilitating. Her teaching of composition was the greatest indicator of the gap between espoused theory and practice, with students discouraged from deviating from the model she provided. Students showed frustration during the composition class. The school and parents provided the teacher with much positive reinforcement for her technical approach in the classroom. An interview transcript and course materials are appended. (SM)

Running head: THEORY AS ESPOUSED AND PRACTICED

Theory as Espoused and Practiced by

A High School English Teacher:

Staying with the Tried and True

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Paper Presented at the Annual

Mid-South Educational Research Association Meeting

November 19, 1999

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Theory as Espoused and Practiced

By a High School English Teacher

Introduction

An educator must make decisions every day about the way he or she will provide instruction for students. Many of these decisions are already made through the written curriculum or school district guidelines, but the teacher often has choices about what will be taught and how it will be presented. These decisions are influenced by the underlying theory the teacher holds about education and the process of learning (Grundy, 1987).

While many teachers' practice is the direct result of their educational theory, some teachers exhibit a discrepancy between their espoused theory of education and their practice in the classroom (Klein, 1992). This gap between theory and practice may be the result of several factors. First, the teacher may believe in one theory but because of administrative mandates or a hidden curriculum, he or she may be required to teach in a way that contradicts her interest. Second, the teacher may not have thought deeply about what he or she actually believes and how his or her practice reflects those beliefs. For instance, the teacher may articulate a desire for interaction and cooperative learning among students, but set up the classroom in the traditional straight-row configuration, demand quiet, and discourage movement of students around the room. Thus, the words and actions are out of sync because the teacher actually values control and organization more than interaction.

The purpose of this research project was to examine the relationship between theory and practice. Since I teach English at the University level and supervise student

interns in a secondary English education program, I decided to examine this issue in a high school English classroom.

Setting and Subject

The high school in which the study took place has fewer than 400 students. The curriculum has a decidedly college preparatory focus. Approximately 98% of the graduating seniors go to college. Though the school is parochial, only 40% of the student body is Catholic. The others come from a variety of Protestant faiths, and there are some Jewish and Moslem students enrolled. The Home and School Association is very active, and parents expect their children to receive a strong college preparatory education. The students wear uniforms and operate under fairly strict rules of behavior. The size of the school and the fact that it is not part of a large school district give the faculty and administration more leeway in making decisions than they might experience in the public schools. The curriculum is developed by the faculty and administration, with the exception of the religion curriculum, which is mandated by the Diocese of Savannah.

The teacher I observed, Mrs. Wilson (pseudonym), has worked at the school for 14 years. She holds a Bachelor's degree in Secondary English and a Master degree. She has been a teacher for 28 years. For the first 14 years she worked in a large public high school with a student body that was divided between minority students and working class white students. She left teaching for a very short time, a victim of burnout, and returned to the profession at a small Catholic high school, which has a predominately white, upper-middle-class student body. In addition to her teaching responsibilities, Mrs. Wilson is the chair of the English department and sponsor of the literary team and drama club.

She is well liked by faculty and administration. Since she came to the school 14 years ago, the English curriculum has not been revised.

I have known the subject of this research project for 18 years. She was my cooperating teacher when I had my student teaching experience in a public school. Later, she was also my children's junior English teacher. Thus, I have had many opportunities to observe her work over a number of years. I chose her as the subject of this project because she has always professed very clear ideas about the goals of education and her role as a teacher, and I wanted to see if her professed theory was followed in practice. Throughout this paper she will be called Mrs. Wilson to preserve her privacy.

Theoretical Framework

This study looked at educational practices through worldviews, called cognitive interests. Jurgen Habermas (1972) argued that the most fundamental interest of humans is an interest in rationality. He believed that three knowledge-constitutive interests shape what we consider to be knowledge and the categories into which we organize the knowledge. He defined these cognitive interests technical, practical, and emancipatory

Grundy (1987) describes Habermas' technical interest as "a fundamental interest in controlling the environment through rule-following action based upon empirically-grounded laws" (p. 12). A curriculum based on the technical interest would be concerned with providing observable objectives that could be presented in a series of small steps that would control student learning. At the end of the learning process, students would produce a product that would conform to the *eidos*, or original idea, expressed in the objectives. Teaching practices that reflect the technical interest would be teacher-

centered, involving lecture or other activities that allow the teacher to impart knowledge to the students.

The practical interest's orientation is toward understanding rather than control. Grundy describes it as "an interest in understanding the environment so that one is able to interact with it ... to live in and as part of the world, not to be, as it were, in competition with the environment for survival" (p. 13). The emphasis in the classroom of the teacher who exhibits a practical orientation is the making of meaning through consensual interpretation. The classroom of this teacher is likely to be student-centered with many cooperative and collaborative activities provided for the students to help them to gain meaning. The process of learning rather than the end product is the focus of classroom activity.

Habermas' emancipatory interest focuses on freeing the individual "from the coercion of the technical and the possible deceit of the practical" (Grundy, 1987, p. 17). The emancipatory interest is concerned with autonomy and responsibility. The student is an active creator of knowledge along with the teacher. Emancipation is possible through action and self-reflection. The teacher's role in an emancipatory classroom is not only to help the student to construct his own knowledge, but also to work for a society based on justice and equity.

Method

Data Collected

There were several types of data collected. I conducted an interview with the subject that lasted approximately one hour and twenty minutes during her planning period and lunch period (Appendix A). Classes were observed and videotaped on two occasions.

I examined documents such as the course syllabus, assignment sheets and progress reports. In addition, the subject completed Butler's Cognitive Interest Inventory, a forty-five item instrument designed to measure which of the three cognitive interests, technical, practical, or emancipatory, had the most influence on the teacher's practice. Butler's alpha coefficients for the test of internal consistency were .8187 for technical, .7538 for practical, and .8358 for emancipatory interest (Butler, 1997, p. 64). The results can be found in Appendix B.

Data Analysis

Triangulation was used to analyze the data that were collected. Because the purpose of the study was to determine whether the subject's teaching practice was supported by her espoused theory, it was necessary to ascertain exactly what her espoused theory was, to observe her practice, and to examine the documents she produced in the course of teaching her classes in order to get a balanced view.

Interview.

The interview took place during the teacher's planning period and lunch period and lasted approximately one hour and twenty minutes. The interview was taped, and the transcript can be found in Appendix A. The teacher was asked to discuss her educational background, teaching experience, beliefs about teaching and learning, and the metaphors she would use to describe her work. The transcript was examined for recurrent themes and the subject's use of metaphors to ascertain her espoused theory.

Videotaped observations.

The subject's classes were observed and videotaped on two separate occasions. One observation was of a junior honors English class. The other was of a regular junior

English class. I made notes of my observations immediately after each visit and studied the videotaped classes for the teacher's behaviors that would exhibit a particular interest. When I observed behaviors by the teacher or the students that needed clarification, I asked the teacher about them immediately after the observation.

Cognitive interest inventory.

The teacher was given Butler's Cognitive Interest Inventory (Butler, 1997) to ascertain her primary world view(s). The inventory is a forty-five item questionnaire that contains statements about education in general and has a content reliability of .8. Next to each statement is a scale ranging from strongly disagree (1) through strongly agree (5). The numerical scores were transferred to the scoring matrix. The results were tallied, and the subject's cognitive interests were determined by the totals in each of the cognitive interest categories.

Documents.

The subject provided me with copies of her syllabus, a student assignment sheet, a progress report, and a "survival skills" sheet that she gives each of her students at the beginning of the semester. These documents were studied for language that supported one or more of the cognitive interests.

Findings

The interview with Mrs. Wilson revealed her espoused theory to be practical. She sees herself as a facilitator and believes that her major role is to aid understanding. Her comments in the interview emphasize this: "I guess my fondest goal would be to help them to become ... better readers. To enjoy it. I try to get them interested by giving them material more accessible to them." Mrs. Wilson believes that she values student

cooperation and self-directed learning. When asked what she thought made a good class, she said, “People who like each other to some extent, who communicate well with each other, who support each other. And people who are curious, who make it an OK thing to be curious or to do what you need to do to succeed.” Mrs. Wilson believes that her role is to encourage students to continue their learning. “I can’t hope to force them to read too much in a nine month period. So what my hope is is [sic] that they will like it enough to pick it up at home and do it outside of school too, during the summer and so forth.” This educator thinks she believes that self-directed learning is important. Throughout the interview the subject used phrases and metaphors that reflect the technical view: “I don’t do as much with literature as I used to, but what I do I cover very thoroughly.” When using the teacher-as-gardener metaphor she reflected that “sometimes – well, almost all the time – the teacher sows but she doesn’t necessarily reap... You sometimes have to prune to get the best results, and knowing how to do that just right – without killing the plant – is a real skill.”

The results of Butler’s Cognitive Interest Inventory indicate that Mrs. Wilson leans strongly toward the technical world view as described by Habermas, but also has a significant practical interest. Her score of 68 in the technical interest was significantly higher than the 50 she scored in the practical interest. She scored only 32 in the emancipatory interest.

Observations of her classroom reveal a strong technical view. A video recording of her class shows a well-ordered room with students quietly working on their assignments. The teacher sits in the front of the room at the beginning of the class and gives the directions for the day. Students are required to have a peer proofread their work

before they turn it in. On the day I observed her class, she commented to one student, “Don’t even think about turning in your paper until you have someone else look at it.” Later, she has students come to her individually so that she can edit their work. Those students who finish their compositions before the end of the period have a list of vocabulary and grammar assignments to complete. The entire period was orchestrated so that the teacher gave the directions and students followed them precisely.

A review of documents related to her class, the syllabus, assignment sheet, and “Survival Sheet” indicate a strong leaning toward the technical view. Every assignment is listed on a register that students fill out and turn in at the end of the semester. The syllabus itself is a list of objectives, required materials, and the grading scale. The documents give no indication that students have choices as to assignments or writing topics.

Discussion

There is a significant difference between Mrs. Wilson’s espoused theory and her practice. She professes a practical interest, believing that her main role is as facilitator. During our interview, however, she used terms that indicate a preference for showing and directing rather than facilitating. She said, “My purpose is to show them how to find things. How to find out how to do things. Things are changing so rapidly that I’m not trying to get them to memorize a way of doing things, but I’m trying to teach them a way of finding out, what resources to use.” She cites her use of a variety of reading materials as one way that she hopes to encourage a love of reading in her students. However, she does not give her students a choice of books. Those students who are too advanced for the adolescent novels are assigned East of Eden. Why did she choose that novel? Her

answer was that it is long, and the students are not likely to finish it before their slower classmates finish the adolescent books!

Her teaching of composition is perhaps the greatest indicator of the gap between her espoused theory and her practice. During our interview, Mrs. Wilson described her philosophy of writing instruction: "I try to deal with composition as a thinking process How to organize your thoughts. How to explain something in a meaningful way." In action, however, she is very directive. During one class I observed, the teacher gave the students a thesis statement and the topic sentences for each of the supporting paragraphs. The students were then required to "fill in the blanks" to complete the essay. There was very little independent thought or creativity required. Students were not encouraged to deviate from the model provided by the teacher. In fact, their grades would be docked if they did. This very technical approach to teaching the writing process conflicts with the subject's espoused practical view.

I observed obvious frustration among some of the students during the composition class. When I inquired if the students had indicated that they would like more freedom in their writing assignments, Mrs. Wilson acknowledged that some students had. She told me that her method of teaching composition had worked well for her when she taught at the public high school where the modeling approach benefited students who had received very little composition instruction before they entered her class. She felt that it also works in the private school for students whose composition skills lack organization. However, she admitted that the advanced and gifted students sometimes complain about the lack of freedom to write as they wish. She felt that their discomfort was a small price to pay for the good of the group as a whole. Once again, she displays a very technical view. Though

she is aware of their frustration, Mrs. Wilson apparently feels that this method of teaching composition successfully generalizes across different student populations. Her practice is entirely within the positivist view. It can be compared with Habermas' description (in Grundy, 1987) of the technical relationship between ideas and actions in which the plan (*eidos*) originates from the teacher and it is through the skills of the students (*poietike*) that the desired composition (*product*) is developed.

Perhaps the most striking affirmation of her primarily technical perspective is in her words. Munby (1990) believes, "First, the metaphors teachers use when they talk about their work represent something of the way they construct their professional realities" (p. 22). In our interview, Mrs. Wilson frequently used phrases that indicate her desire to control the behavior of students in order to achieve a desired objective or product. She employed what Munby calls "ontological metaphors" when she talked about curriculum as an object: "I don't do as much with literature as I used to do, but what I do cover I cover very thoroughly." She "gets vocabulary to work with." Her students are sometimes seen as objects as well: "Well, you have to look at every kid as his own, unique little vessel. You have to figure out how to get in there ... Sometimes you have to get a kid to do things despite himself."

Near the end of our interview, I asked Mrs. Wilson if she could provide a metaphor for what a teacher does, or what teaching is all about. She couldn't come up with one immediately, and I provided an example of a metaphor used by a teacher in our community who had won a local newspaper's Teacher of the Year Award, "teacher as gardener." Mrs. Wilson's reply is revealing. "Well, the gardener business works very well because sometimes – well, most of the time the teacher sows but she doesn't

necessarily reap. You know you hope that you are sowing good things, and you know that some of them are going to come up as weeds trying to choke out the good things. You sometimes have to prune to get the best results, and knowing how to do that just right – without killing the plant – is a real skill. You don't want to prune too far, but you want to do it so you get the best production from it later."

The gap between Mrs. Wilson's espoused theory and her practice does not appear to cause her any discomfort. I believe there are several reasons for this. First, Mrs. Wilson does not seem to have thought very deeply about why she teaches the way she does and how that contradicts her professional philosophy. She hasn't carefully defined her terms, and she is aware of the "politically correct" buzzwords in contemporary education. Thus, to her a facilitator is someone who helps, and she rightfully believes that she helps her students. The fact that she directs their every move does not negate the fact that she helps them to learn. It is more acceptable to be a facilitator than a director or dictator.

Second, Mrs. Wilson receives much positive reinforcement from the school and the parents for her technical approach in the classroom. The school emphasizes the college prep curriculum and values strict discipline in the classroom. Mrs. Wilson's theory in practice and the philosophy of the school complement each other. Most of her students attend college after high school and compete very well at that academic level. This makes both the administration and the parents happy. She has been named Teacher of the Year three times at her school. I was interested to learn how much influence the principal had on her practice. She informed me that she has always been given complete latitude at this school in what and how she teaches. She follows the curriculum that was

developed by a previous department head over fourteen years ago. It has not occurred to her to change it.

The technical interest fits perfectly with the culture in Mrs. Wilson teaches. Klein (1992) observed, "The traditional, entrenched ways of conducting practice are validated by the expectations and actions of powerful individuals and groups" (p. 193). Strong expectations by parents and administrators for the students' academic success encourage the teacher to maintain the status quo.

One problem that may arise is that the teacher may fail to adequately reflect on her practice because the perfect fit between teacher, school, and curriculum does not impel her to do so. She may continue to teach in the same way even when the reason to do so has changed.

Conclusions

There are many forces that influence a teacher's practice. A major influence is the support that a teacher receives from the administration and parents for his or her practices. When a teacher achieves and is rewarded for success, he or she is likely to continue with those practices even if they conflict with the espoused theory of teaching and learning. Such external support may prevent the teacher from reflecting on his or her teaching practices as they relate to his or her core beliefs. Thus, although there may be a large discrepancy between the teacher's practice and espoused theory, he or she may not feel conflicted about the discrepancy and may not work to resolve the differences. The result is the maintenance of the status quo and a lack of self-reflection that could lead to professional growth.

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Habermas, J. (1972). Knowledge and human interests (2nd ed.). London: Heinemann.

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How long have you been teaching?

28 years

And you got your degree from?

Troy State

And you have a masters from

Columbus College

How long have you been at your present school?

14 years. My career is divided exactly in half. 14 years in public schools; 14 years in private

When did you know you wanted to be a teacher?

It didn't happen with me like it does with most people. It was just the thing that made the most sense, you know, to become an educator. It was what all my friends were doing, and it was what made the most sense. But for the first year I had my doubts. But by the second or third year I decided I really loved it.

And then when I resigned in 1983, I was just lost. Then when I had to opportunity to come back, I realized how much it meant to me.

How long were you out of teaching?

Four months! (laughs)

What is the best thing about being a teacher?

(laughs) That you have summers so that you can forget what you're doing. I think the fact that you have a new beginning every year and that you are always learning something. And every time you think you have just about figured out every teenager, you get something totally different that you haven't dealt with before.

What is the worst thing about teaching?

Papers. It is not... I love reading what they have to say, it's just that the bulk of it makes life outside the classroom impossible. It is how much time is required outside the classroom, for the English teacher particularly. Especially for the teacher of juniors and seniors. The younger the student the less length you have to deal with.

What do you see as your role?

I feel like I am more of a facilitator. My purpose is to show them how to find things. How do find out how to do things. Things are changing so rapidly that I'm not trying to get them to memorize a way of doing things, but I'm trying to teach them a way of finding out, what resources to use. I guess my fondest goal would be to help them to become adequate readers, or better readers. To enjoy it. Because that is the biggest weakness I see in them right now. I try to get them interested by giving them material more accessible to them. I don't do as much with literature as I used to do, but what I do I cover very thoroughly. And I try to make available some high interest materials both individually and in small groups.

What kind of books do you use?

Well, I have used what they call young adult novels, but what emerges is that almost immediately some kids run right through those and so I get some more serious things for them. The ones who read real fast, for example, right now are reading East of Eden because it's longer! And I can't call it Young Adult Reading any more. I call it in-class reading because some of them are reading some real serious stuff, and others are on the lighter things. But they ask to take them home because they get so involved in them that they want to finish them up. They are coming during lunch and after school to read those books because they have developed such an interest.

So reading right now is your major interest?

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Well, the process of writing, to communicate. I try to deal with composition as a thinking process. How to organize your thoughts. How to explain something in a meaningful way. That, of course, is very important. But we learn to write by reading because we see how people put their thoughts together and we also get more vocabulary to work with. But I can't hope to force them to read too much in a nine month period. So what my hope is is that they will like it enough to pick it up at home and do it outside of school too, during the summer and so forth. Life is a game of priorities, and teenagers' priorities are often very different from ours.

What would your ideal class be like?

The ideal class would be a heterogeneous grouping of kids, as far as ability is concerned. What you want in there is, you want at least 4 or 5 people in there who are willing to ask questions, who somehow set a standard for others. Because when they ask questions, then everybody else learns something. You want a group of people who like each other to some extent, who communicate well with each other, who support each other. And people who are curious, who make it an OK thing to be curious or to do what you need to do to succeed.

Have you had a class like that lately?

(Laughs) Uh, every class has its challenges. It has been a long time since I had a lot of kids who really liked reading and really, really liked literature. Of course that is always a joy to have. But I can't say I've had a bad group in a long time, a long time.

What's your idea of a bad class?

People who absolutely refuse to make their learning or their education a priority. And with teenagers you don't hope to have their full attention, because that's hard to get. When I say full attention I mean 100% of the time. The ones who just won't accept or understand that their careers as a student are important. They don't respect that because it is something they are just sitting through, to try to get through. Those are miserable folks! They see no sense in what you are doing "This is just something I have to get through, and I'm going to get through it with a minimum of effort." Laziness to me is awful, because it does a disservice to everyone around them and keeps them from being intellectually challenged.. But as I have said to my students, no student who graduated has ever come back to me and told me they learned too much. (laughs)

What do you think are the best qualities a teacher can have?

Patience! Patience, energy, a genuine interest in the students. Even if that means sometimes being tough. Because sometimes it's easier not to be tough and just let them go. And most of them are begging for somebody to draw the line. And that takes energy and that takes patience. I mean, somehow teachers have to have the ability to make whatever they are doing Important.

To themselves or to their students?

To the students. You know, you have to sell students the idea that what they are doing is worthy of their attention.

What is your idea of a good student?

A good student is interested, and consistent to some extent, handles frustration with a modicum of aplomb. (Laughs) That's the best way I know how to say it. I try to impress upon all of them that learning is frustrating. That if they are never frustrated they are probably not getting anything new, because new things confuse and frustrate us. The best student is the one who will persist and realize if he hangs in there long enough something is going to make sense eventually! They are perhaps a little more patient with themselves and with other people too. The best student always sees other people as having a contribution too.

That is very true.

No matter what that might be. And as a friend of mind used to say, "Someone who chooses to be pleasant." And that is not always easy for any of us. Sometimes the smartest people are the most unpleasant students. I think it's because they can see problems more than the others and they don't

suffer fools. Our hope is that that they eventually will realize that they can also choose happy thoughts.

If you had to choose a metaphor for what a teacher does..
Uh oh

And what a teacher is, or what teaching is all about...

(the subject balked at this point and could not come up with a metaphor she liked)

For example, I was reading today in the paper that Zaiga Mion was named Teacher of the Year in Muscogee County, and she likened a teacher to a gardener ...

Well, the gardener business works very well because sometimes – well almost all the time—the teacher sows but she doesn't necessarily reap. You know you hope that you are sowing good things, and you know that some of them are going to come up as weeds trying to choke out the good things. Like weeds come up in little cracks, they persist in some kind of way. You sometimes have to prune to get the best results, and knowing how to do that just right .. without killing the plant...is a real skill. You don't want to prune too far, but you want to do it so you get the best production from it later.

If you were going to give advice to someone coming into the profession about how they should look at their career, what would you tell them?

That they better consider it a calling. It is definitely a call because there are times when students are so frustrating. And if you are worried about content and those kinds of things, you are probably going to be real frustrated.

What do you mean?

Well, you have to look at every kid as his own, unique little vessel, and no two groups take things in exactly the same way. You have to figure how to get in there. And you can't take things personally, which means sometimes you get your feelings hurt. But sometimes when you'd most like to "get back" at a kid, you have to remember that you are the adult in this situation. And sometimes a kid is playing to the crowd, and you are the least important person in that situation. Sometimes you have to get a kid to do things despite himself. And I think in the discipline thing, sometimes you have to be able to suffer a loss for a greater win in the future for that kid. Like a grade problem. You have to give them hope. If they don't see a way that they can be successful, then there's a real problem. I tell them, 'I'm going to meet you half way, and sometimes I'll even go more than half way. But you have to put something on the table too. Or else it won't mean anything to you.' Failure is a planned thing. It is a planned event.

And they did the planning.

That's right! Again, our experience tells us how devastating it can be at the end of the year, but many times a kid just can't see it. But if we step in and prevent it from happening, they will turn around and fail the next time. They won't have learned anything from the experience. You have to be careful where you indulge the kid. You have to make it possible for them to succeed, but you can't make them succeed. Someone the other day said something cute, "You can lead a child to knowledge, but you can't make him think."

APPENDIX B

RESULTS OF SUBJECT'S INVENTORY OF COGNITIVE INTERESTS

TECHNICAL	68
PRACTICAL	50
EMANCIPATORY	32

Course Syllabus for English III

1. Course Description

This course will include a survey of early English literature, a study of speaking, listening, thinking and research skills, development of writing skills, and vocabulary study. Each student will be encouraged to grow in his or her ability to think, listen, speak, read and write.

2. Course Objectives

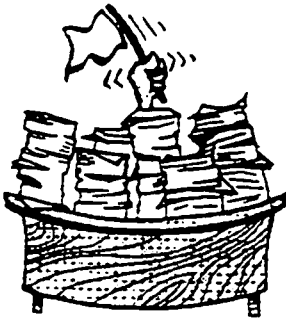
- a. *Students will broaden their vocabulary through vocabulary study and required reading.*
- b. *Students will mature in their ability to use the spoken language effectively.*
- c. *Students will recognize the importance of listening in daily communication and will mature in their ability to listen effectively.*
- d. *Students will mature in their ability to write, eventually writing a well-developed essay.*
- e. *Students will become familiar with the process required to research a given topic.*
- f. *Students will review the rules of mechanics and grammar which govern the language as deemed necessary.*
- g. *Students will use appropriate references such as a dictionary, a thesaurus, and a handbook of grammar and mechanics of the language when writing.*
- h. *Students will read and examine a number of better-known works of literature authored by British authors.*
- i. *Students will become familiar with some tools they can use for more effective thinking.*
- j. *Students will recognize, appreciate, and enjoy reading as an invaluable tool for lifelong learning.*

3. Required Materials

- a. *a folder with both binder and pockets to be used as a notebook*
- b. *standard rule paper*
- c. *pencil and pen*
- d. **WRITER'S INC.**
- e. **VOCABULARY WORKSHOP Level F**
- f. **THE ENGLISH TRADITION**

4. Student Evaluation

- a. *class and homework assignments, tests:* 80%
- b. *semester examination:* 20%



From The Desk of Mrs. [REDACTED]

English III
2nd Semester

Progress Report for _____ Date _____

Assigns. #1-8

Assign. #9

Assign. #10

Assign. #11

(abst. #3)
part 1 Timing of Show 15

part 2 Unit 15 test 20

(absts. 4-7)
part 3 research 20

(abst. 8-11)
part 4 research 20

(abst. #12)
part 5 Men Mice - Venus 10

(abst. #13)
part 6 res. interview 15

100

Assignment #12

part 1 brainstorm
thesis 20

creation
part 2 of outline 20

part 3 document. 15

part 4 final copy
essay 45

100

Remember: final exam counts 20%

vocabulary/grammar/notes (in/out)

Macbeth/essay - research processes

an old Lithuanian proverb.....

If you keep doing what you're doing,
you'll keep getting what you're getting.

Progress Report for _____ Date _____

Assign. #1 (6 parts)

Assign. #2 (6 parts)

Assign. #3 (5 parts)

Assign. #4 (6 parts)

Assign. #5

part 1 novel test 30

part 2 Unit 11 test 20

part 3 Act I
quick rev. quiz 10

part 4 Act II
study questions 10

part 5 Acts I & II
quiz 15

part 6 Unit 12 check 15

100

Assign. #6

part 1 rev. rev. 15

part 2 Act III
quiz 20

part 3 Unit 12 20

part 4 Act III
study guide 10

part 5 charting
essay 15

part 6 in class
novel 5

part 7 Unit 13
check 15

100

If you are satisfied with what you're getting, great.....
if not, what are you doing to get something else?

Survival Skills for English III

There are three kinds of grades:

- quantity_____100% if work is completed (vocabulary homework)
- quality_____0 - 100% credit possible (quizzes and tests)
- quality + quantity_____60 - 100% credit possible (most classwork)

Hopefully, most 100 point grades will be made up of some of each type. Please see example:

Assignment #1

- part 1 _____summer novel plan_____20 pts. (quality+quantity)
 - part 2 _____syllabus quiz_____20 pts. (quality)
 - part 3 _____Lesson 1, vocabulary_____15 pts. (quantity)
 - part 4 _____discovering Writers Inc._____35 pts. (quality+quantity)
 - part 5 _____"free writing"_____10 pts. (quantity)
- 100 points

Each semester students earn approximately 12 such grades which will count 80% of the semester grade. Major tests count 50-100 points, but there will be very few of those. What does this mean?

- A. Students who keep up with their vocabulary books and turn their homework in on time, each time, do well. If, for some reason, the work is not turned in on time, it gets in within 24 hours for partial credit, which is always better than a zero.
- B. Vocabulary quizzes are a regular "quality" assignment, so those who give priority to finding a way to study that works, and then use it, do well.
- C. Students who ask for a retake or a make up assignment for any "quality" assignment with a score less than 60%, and take care of it right away, do well.
- D. Students who listen carefully to instructions for classwork, and then do the best they can, do fine.
- E. Students who participate actively in group work, and who listen to other group members, do well.
- F. Students who come to class prepared, with writing materials, books and any assignments due, are able to concentrate fully on the instructions at the beginning of class, and they generally do just fine.
- G. Students who get involved in the review of information for a major test, either by taking notes, copying material, or listening carefully, do well.

Other Helpful Hints

Read the board each and every day at the beginning of class - write down any reminders that you might not think about later without notes at home or in study hall. Notice what is indicated for class that day; think about what we might be about to do.

Realize that what I say at the BEGINNING of the classtime is CRUCIAL and it does apply to YOU; daydream, worry, etc. some other time!

If you are absent, make up quizzes, classwork, etc. IMMEDIATELY. If you know you will be absent, get assignments before leaving, complete them, and turn them in as soon as you return if possible; you will have plenty of other things to do when you return.

Believe that what I say I will do, I will do, regardless of your experiences in other classes. For example, if I tell you to study the sentences in a vocabulary lesson for a quiz, you will see those sentences on the quiz! Keep a record of your grades! Sometimes students get a distorted idea of what their grade is because they do not look at the "whole picture." Keeping your own record is relatively simple.

If there is something that you don't WANT to do, but you know eventually you will have to do it, DON'T PUT IT OFF - plunge right in - it may be over before you know it, and you'll be so relieved and pleased.

Understand that there are MANY ways to accomplish something. If you hit a snag, don't understand, think there is just no way to get something done, talk to someone who can help you get some ideas, and KEEP PUSHING; something WILL work.

Remember that we all struggle with PRIORITIES. Though lots of things claim your attention at this time in your life, your primary career is that of STUDENT; think of it with the same respect you have for that occupation you will have one day; TAKE CARE OF BUSINESS and the rest will fall into place!

TALK TO ME! WRITE ME NOTES! LET ME KNOW WHAT IS GOING ON!



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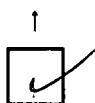
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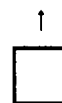


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